

JULY 1, 2004 - JUNE 30, 2006

***EFFECTIVE INSTRUCTIONAL
LEADERSHIP ACT***

***TECHNICAL ASSISTANCE MANUAL
FOR INSTRUCTIONAL LEADERS,
AND TRAINING PROGRAM PROVIDERS***

Gene Wilhoit, Commissioner

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FOREWORD

The Kentucky Department of Education, Office of Leadership and School Improvement presents this revised and updated technical assistance manual for the 2004-2006 EILA cycle to assist local educators as they strive to improve the quality and effectiveness of their leadership skills and to assist districts as they work to build leadership capacity through implementation of the Effective Instructional Leadership Act.

In 2002 there were several changes to the Effective Instructional Leadership Act. The most significant of all was the expansion of the definition of “instructional leader” persons in positions for which the Education Professional Standards Board requires administrative certification. These individuals are subject to the requirements identified within **KRS 156.101**, the **Effective Instructional Leadership Act (EILA)** frequently referred to as the “EILA law.” The most current list of positions covered by the EILA requirement is found on page 4. A synopsis of **major changes** that impact both the participant and the training provider found within the statute and 704 KAR 3:325, the accompanying regulation, are as follows:

- Anyone employed in a position for which administrative certification is required must participate, regardless of the percentage of time he/she devotes to the position.
- The two-year cycle has been defined as a twenty-four month period beginning on July 1 of even numbered years and ending on June 30 of even numbered years.
- Instructional leaders employed at any time within the second year of the cycle are required to complete twenty-one (21) hours of leadership training. This is the only reference to prorating the requirement.
- The superintendent or designee must approve the local instructional leader’s participation in education related conferences.
- A maximum of twelve (12) conference hours may be accrued during the entire two-year cycle.
- The content of programs approved for instructional leadership credit must consist of specific competencies identified in the *Standards and Indicators for School Improvement*. Competencies must have applicability for improving the effectiveness of the instructional leader.
- Program selection must be based upon needs identified through the personnel evaluation, individual growth plan, the District plan for leadership development, or the self-assessment of the instructional leader. The local district superintendent shall sign and submit an assurance page indicating all components of EILA as identified in statute and regulations shall be met. (See *APPENDIX B*.)
- All training program providers must submit a program proposal at least thirty (30) days before the first scheduled training session is to occur. An electronic copy is available as [APPENDIX A](#) in this manual and on the [EILA web page](#).
- Participants are required to provide the district professional development coordinator with verification of attendance at EILA approved training sessions and programs.
- Local districts must send a statement verifying completion of requirement for all district instructional leaders to the Education Professional Standards Board and the Kentucky Department of Education following the completion of the two-year cycle. (See [APPENDIX C](#) for *SAMPLE End-of-Cycle* statement.)
- Persons not completing the requirement shall be placed on a one-year probationary status. Failure to complete the requirement within the one-year probationary period shall result in revocation of certificate.

For additional assistance contact KDE staff at 502/564-4201 or 502/564-2116.

Purpose of the Leadership Act

KRS 156.101 (1) is established to “encourage and require the maintenance and development of effective instructional leadership in the public schools of the Commonwealth and to recognize that principals with the assistance of assistant principals, supervisors of instruction, guidance counselors, and directors of special education have the primary responsibility for instructional leadership in the schools to which they are assigned.”

Instructional Leader Defined

An instructional leader is defined as an employee of the public schools of the Commonwealth holding a valid certificate and **employed in an administrative position deemed by the Education Professional Standards Board to require an administrative certificate.** [KRS 156.101 (2)] and (704 KAR 3:325). The list is as follows:

- **Superintendent** (Subject to those professional development requirements identified in KRS 156.111 and 704 KAR3: 406)
- **Deputy Superintendent**
- **Assistant/Associate Superintendent**
- **Principal**
- **Assistant Principal**
- **Guidance Counselor**
- **Director of Special Education**
- **Director of Pupil Personnel**
- **Dean of Students** (Must be certified as a school principal.)
- **Director of Federally Supported Programs** (Must be certified as a school superintendent, supervisor of instruction, or school principal.)
- **Professional Development Coordinator** (Must be certified as a principal or supervisor of instruction.)
- **Director of District-Wide Services** (Must be certified as a school superintendent, supervisor of instruction, school business administrator, or principal.)
- **Instructional Coordinator** (Must be certified as a supervisor of instruction or school principal at the appropriate level.)
- **District Assessment Coordinator** (Must be certified as a school superintendent, supervisor of instruction, or school principal.)

Guidelines for Program Development

District personnel and independent providers are encouraged to develop leadership programs to meet the unique leadership needs of all district administrators in a manner that is both systemic and long term. The focus of the program should center on selections from the following topics:

- making instructional decisions that support teaching and learning;
- establishing organizational direction;
- developing and supporting high performance expectations;
- creating a learning culture; and,
- developing leadership capacity.

Leadership programs should be designed to develop those skills instructional leaders need to ensure the success of all children within their school district.

Parameters for Development of an Instructional Leadership Program

- A professional development program that is outcomes based focuses on increasing student achievement through LD, II and overall SI. Program developed for EILA must recognize that districts are in a position where individual needs still require a district focus.
- There is no prescribed plan (one size fits all). Rather, recognition that a complex set of opportunities and possibilities related to the improvement of instruction and driven by district analysis of achievement data and other information is unique to teacher and student needs at each school.
- Systemic change cannot occur in all parts of the organization at the same time.
- All aspects of leadership and teaching cannot change at once. The intent is to plant the seeds of a process for making changes in leadership, teaching, and learning that will reach deeply and broadly into the district system.
- Leadership development takes time.
- Programs should be developed to support leadership competencies aligned with standards and based on an analysis of student achievement data, a self-assessment of individual leadership competencies and skill needs, and leadership requirements to support continuous student improvement.
- Programs must be delivered as submitted.
- Records of program delivery and participants in attendance must be maintained.
- Each participant must be provided a certificate of completion containing program approval number and the total number of hours awarded.
- All participants must be given an opportunity to evaluate every session.

“Best Practice” for Developing a District Level Instructional Leadership Program

- Establish long and short-term goals, with support, to improve the effectiveness of school and district leaders. District leadership improvement plans focused on increased student learning or improved teaching practices should also specify the leadership needs to make these happen. Goals for leaders address what leaders need to know and be able to do to best support teachers and students in a high performing school.
- Develop a plan to train district leadership. The district’s instructional leadership plan should reflect the broad goals of the collective individual plans in core leadership areas. A recommended best practice is for districts to assure that the District leadership plan includes goals, plans of action, time frames, and criteria for success. The format is a local decision, but it should be consistent with or a part of the district comprehensive improvement plan.
- Support the implementation of the plan. Districts are responsible for assisting leaders reach their individual goals and ensuring that leaders’ reach all district goals.
- Evaluate the accomplishment of goals. Evaluation should reflect evidence and impact of increased effectiveness and change of practice.
- Make certain the professional development coordinator maintains accurate records to ensure continuation of certification. The professional development coordinator is the responsible party for maintaining records, providing cyclical reports, and ensuring quality.
- Local policies and procedures for leadership development must be consistent with the *Effective Instructional Leadership Act (EILA)*.

Whether the program is developed by an independent provider or by the local district as a district-wide leadership plan, program selection should be based upon needs identified through the personnel evaluation, individual growth plan, the self-assessment of the instructional leader, and /or the analysis of appropriate student achievement and organizational data. Instructional leadership programs should support the following:

- 1. Kentucky State Board of Education Goals and Objectives**
- 2. *Standards and Indicators for School Improvement***
- 3. *Interstate School Leaders Licensure Consortium (ISLLC) Standards for School Leaders***
- 4. *Kentucky Department of Education Standards for Professional Development.***

Kentucky State Board of Education Goals and Objectives

The Kentucky State Board of Education has developed a strategic action plan consisting of specific goals and objectives based upon the General Assembly's goals for the schools of the Commonwealth. The fundamental beliefs supporting both the Kentucky Education Reform Act and State Board policies are that all children have the capacity to perform at high levels and that schools are responsible and accountable for developing that capacity.

Goal 1: High Student Performance

- 1.1. Every student in school making strong progress.
- 1.2. Every student achieving at high levels.
- 1.3. Every student reading at or above proficient level.
- 1.4. Every KDE employee working to enhance student success.
- 1.5. Every school accountable for student learning.
- 1.6. Every graduate ready for post-secondary education and/or work.

Goal 2: High Quality Teaching and Administration

- 2.1. Every teacher competent, caring, and qualified.
- 2.2. Every principal an instructional leader.
- 2.3. Every school an equitable place to work and learn.
- 2.4. Every local district supportive of teachers and students.

Goal 3: Strong and Supportive Environment for Each School and Every Child.

- 3.1. Every child and teacher in a safe and caring environment.
- 3.2. Every child who is behind receiving increased supports.
- 3.3. Every school with sufficient instructional resources for high achievement.
- 3.4. Every family involved in their child's learning.
- 3.5. Every community involved in children's learning.

Standards and Indicators for School Improvement

The Kentucky Board of Education has adopted the *Standards and Indicators for School Improvement* document as the measure of a school's preparedness for improvement. The accompanying document, *District Level Performance Descriptions and Glossary for Kentucky's Standards and Indicators for School Improvement* identifies the responsibility of the instructional leader in improving the academic performance of students, learning environment, and organizational efficiency of their buildings. Instructional leadership programs must be consistent with specific competencies identified in the *SISI* document. The standards are listed below:

Standard 1: District staff develops and implements a curriculum that is rigorous, intentional, and aligned to state and local standards.

Standard 2: District staff utilizes multiple evaluation and assessment strategies to continuously monitor and modify instruction to meet student needs and support proficient student work.

Standard 3: The district's instructional program actively engages all students by using effective, varied and research-based practices to improve student academic performance.

Standard 4: The district functions as an effective learning community and supports a climate conducive to performance excellence.

Standard 5: The school/district works with families and community groups to remove barriers in an effort to meet the intellectual, social, career, and developmental needs of students.

Standard 6: The school/district provides research-based, results driven professional development opportunities for staff and implements performance evaluation procedures in order to improve teaching and learning.

Standard 7: School/District instructional decisions focus on support for teaching and learning, organizational direction, high performance expectations, creating a learning culture, and developing leadership capacity.

Standard 8: The organization of the school/district maximizes use of time, all available space and other resources to maximize teaching and learning and support high student and staff performance.

Standard 9: The school/district develops, implements and evaluates a comprehensive school improvement plan that communicates a clear purpose, direction and action plan focused on teaching and learning.

Click to access copies of the entire [*Standards and Indicators for School Improvement*](#) document and the [*District Level Performance Descriptions and Glossary for Kentucky's Standards and Indicators for School Improvement*](#) document. Hard copies may be purchased from the Kentucky Department of Education's Bookstore at <http://www.kde.state.ky.us/comm/pubinfo/bookstore/> or by calling the KDE bookstore at 502/564-3421.

ISLLC Standards For School Leaders

The *Interstate School Leaders Licensure Consortium (ISLLC)* adopted a common set of standards that would apply to all formal leadership positions in education. ISLLC members were unanimous in their belief that the central aspects of the role are the same for all school leadership positions. The standards directly highlight learning and teaching while supporting a learning environment. In the spring of 1998, the Kentucky Education Professional Standards Board replaced the existing *Experienced Administrator Standards* with the *ISLLC Standards for School Leaders*. These standards follow:

A school administrator is an educational leader who promotes the success of all students by:

Standard 1: facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Standard 2: advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Standard 3: ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Standard 4: collaborating with families and community members, responding to diverse community interest and needs, and mobilizing community resources.

Standard 5: acting with integrity, fairness, and in an ethical manner.

Standard 6: understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Effective Instructional Leadership Act (EILA) programs must meet the KDE Professional Development Standards and should be designed to support the Kentucky State Board of Education's Goals and Objectives, the *Standards and Indicators for School Improvement* and the *ISLLC Standards for School Leaders*.

Kentucky Department of Education Professional Development Standards

The Kentucky Department of Education has established professional development standards that are to be considered when developing and designing training programs.

- 1.** Professional development is aligned with KDE/KBE goals and priorities; Kentucky's Standards and Indicators for School Improvement; and Kentucky Experienced Teacher or ISSLC Standards or professional/job standards.
- 2.** Professional development is job-embedded and includes follow-up (e.g., action research, study groups, online/collegial support networks, mentoring, coaching, modeling, demonstration, feedback, reflection, peer review, collaborative problem solving, analysis of student work).
- 3.** Professional development focuses on what learners are to know and be able to do to support student learning based on:
 - National standards (e.g., content, leadership, professional development, etc.)
 - Kentucky Learning Goals and Academic Expectations
 - Program of studies, Core Content for Assessment, and performance standards for students
 - Character education
 - Assessment, instruction and curriculum
- 4.** Professional development actively engages learners in the use of effective, varied, and research-based practices to improve student and staff performance and reduce barriers to learning.
- 5.** Professional development develops leadership capacity of teachers, administrators, council members, and others in the school community (e.g., leadership for instruction, organizational direction, collaborative decision making, analysis and use of data, planning, community partnerships, and creating a learning culture).
- 6.** Professional development is data and results driven.
- 7.** Professional development fosters an effective learning community, which supports a culture and climate conducive to performance excellence.
- 8.** Professional development facilitates the removal of barriers to learning in an effort to meet each student's needs (e.g., intellectual, social, career, cultural, and development).
- 9.** Professional development is planned collaboratively and organized to maximize the collaborative use of all available resources to support high student and staff performance.
- 10.** Professional development fosters a comprehensive change process that communicates a clear purpose, direction, and action plan to support teaching and learning.

11. Professional development is grounded in the critical attributes of adult pedagogy (e.g., multiple intelligences, learning styles, connections to work, feedback, guided practice, reflection, analysis of data and impact, networking).

**EFFECTIVE INSTRUCTIONAL LEADERSHIP ACT (EILA)
2004-2006 CYCLE
PROVIDER PROPOSAL FORM
(See EILA Technical Assistance Manual, Page 4 for explanation)**

Submit proposals to KDEEILA@kde.state.ky.us Proposals must be submitted at least thirty (30) days prior to the first scheduled program to be reviewed for approval. Proposals submitted after training session has occurred will not be reviewed.

Program Name:

Name of Contact Person:

Address:

City:

State:

Zip:

Phone Number:

E-mail Address:

Number of Contact Hours Requested:

Intended Audience:

<input type="checkbox"/> Superintendent	<input type="checkbox"/> Principal
<input type="checkbox"/> Director of Special Education	<input type="checkbox"/> Guidance Counselor
<input type="checkbox"/> Supervisor of Instruction	<input type="checkbox"/> Other

Program Date (Date of first offering):

Program Description (50 words or less):

Identify Participants' Stage of Professional Development:

- ☐ Orientation/Awareness (Developing initial knowledge and understanding)
- ☐ Preparation/Application (Developing skills to begin implementation)
- ☐ Implementation/Management (Mastering skills for performing or achieving the identified goals/objectives)
- ☐ Refinement/Innovation (Modifying for more effective application)

Identify Standards and Indicators for School Improvement Addressed in Program Content (See page 9 of EILA Technical Assistance Manual):

- ☐ Standard 1 ☐ Standard 2 ☐ Standard 3 ☐ Standard 4 ☐ Standard 5
- ☐ Standard 6 ☐ Standard 7 ☐ Standard 8 ☐ Standard 9

**EFFECTIVE INSTRUCTIONAL LEADERSHIP ACT
ASSURANCES PAGE**

I, _____, Superintendent of the _____
School District hereby certify to the Commissioner of Education that:

The Effective Instructional Leadership Act program will be administered in compliance with all requirements identified in KRS 156.101 and 704 KAR 3:325.

All persons in the district employed in positions for which administrative certification is required will participate in a continuing intensive training program of no fewer than forty-two (42) participant hours every two years designed especially for instructional leaders.

The content of selected instructional leadership programs will address the competencies for leadership identified in the Standards and Indicators for School Improvement and/or the Interstate School Leaders Licensure Consortium Standards for School Leaders.

A statement verifying completion of requirement for all district instructional leaders will be submitted to the Educational Professional Standards Board and the Kentucky Department of Education at the end of the two-year cycle.

Signature of District Superintendent

Date

Return signed copy by August 1, 2004 to the following:

Kentucky Department of Education
Division of Leadership Development
15th Floor, Capital Plaza Tower
500 Mero Street
Frankfort, KY 40601

2004-2006 CYCLE

End of Cycle Report

To be completed and submitted by August 15, 2006 to

Kentucky Department of Education

Office of Leadership Development

15th Floor CPT, 500 Mero Street

Frankfort, KY 40601

Name of District _____

Address _____

City, State, Zip _____

Contact Person _____

Telephone _____ **e-mail** _____

The following list contains the names of **all** instructional leaders employed in this district who are required to participate in the *Effective Instructional Leadership Act*. All components of EILA as identified in KRS 156.101 and 704 KAR 3:325 have been met.

We are aware that failure to complete at least forty-two (42) hours of instructional leadership credit in any cycle may be cause for revocation of certification. Those employees who have failed to meet this standard have been notified and are indicated on this list. (Attach additional pages, if necessary).

Signature of Person Responsible for Preparing this Report _____

Signature of District Superintendent _____

Date _____

[illegible]

APPENDIX D

Governing Statutes and Regulations Related to the Effective Instructional Leadership Act (EILA)

KRS 156.101: Instructional leader defined.

704 KAR 3:325: Effective Instructional Leadership Act. Regulation relates to KRS 156.101.

KRS 156.557: Evaluation of Certified Personnel

704 KAR 3:345: Evaluation guidelines. Regulation relates to KRS 156.557.

KRS 156.111: Superintendents' Training Program and Assessment Center.

704 KAR 3:406: Regulation relates to KRS 156.111.

KRS 156.095: Professional Development Programs for Certified Personnel.

KRS 158.070: School term.

704 KAR 3:035: Annual Professional Development Plan. Regulation relates to KRS 156.095 and KRS 158.070.

KRS 158.6455: Scholastic Audit authority.

703 KAR 5:120: Regulation relates to KRS 158.6455

All Governing Statutes and Regulations cited above may be found on the Kentucky Legislature Homepage: <http://www.lrc.state.ky.us/home.htm>